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ABSTRACT

Two high schools in the coastal Georgia area, serviced by a local television broadcasting station, participated in a pilot study for the Regional Instructional Television Project initiated by the Georgia State Board of Education. The Project's overall objective was to overcome two barriers to effective instructional television use in Georgia--teacher attitudes, and the need for flexibility and autonomy of instructional television use through videotaping. Interviews were conducted among the high school faculty and administrators to evaluate progress made in dealing with video equipment-related barriers, staff resistance, and student and parent resistance. Respondents generally agreed that the impact thus far on the high schools' instructional television effectiveness has been positive. (CMV)

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# research report

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The Agency for Instructional Television is a nonprofit American-Canadian organization established in 1973 to strengthen education through television and other technologies. AIT develops joint program projects involving state and provincial agencies, and acquires and distributes a wide variety of television and related printed materials for use as major learning resources. It makes many of the television materials available in audiovisual formats. AIT's predecessor organization, National Instructional Television, was founded in 1962. The AIT main offices are in Bloomington, Indiana; there are regional offices in the Washington, D.C., Atlanta, and San Francisco areas.

This report is one of a series of case studies developed by AIT. The case studies were conducted by the research staff of AIT and consultants to it as part of the Secondary School Television Project. This project is an activity of AIT supported with funds from Exxon Corporation and Union Carbide Corporation. It is designed to review the current uses of secondary school television and to explore improving the use of television in selected secondary curriculum areas. Rita Haugh and Nancy Malecek Neubert were co-investigators on this case study.

- Additional research reports related to secondary school television, and further information about the Secondary School Television Project, can be obtained from the Agency for Instructional Television, Box A, Bloomington, Indiana 47401.

Research Report #53

An Experiment in Autonomy:
Secondary School Television Use
in Two Coastal Georgia Schools

July 1977

The enthusiasm and relative inexperience of instructional television users in two Georgia secondary schools shows that they are still in the project's honeymoon phase. As part of an experiment started in the fall of 1976, Johnson High School and Wayne County High School are in a group of schools serviced by WVAN-TV Pembroke. Last year WVAN "spun-off" from the eight-station Georgia Educational Television Network, and began an experimental programming service in which area schools are attempting to overcome two problems identified as barriers to effective use of instructional television in Georgia: (1) teacher input on programming and (2) flexibility of use through videotaping.

The two schools, though similar in size and only 70 miles apart, differ greatly in atmosphere and facilities. Johnson High School is located in Chatham County, home of Savannah, a coastal city with a rich heritage. A one-story, red brick structure with a web of covered walkways and skylights in the halls, Johnson has a sandy parking lot and no auditorium. From the time of integration until the 1976-77 school year, the

principal was a white male. Mrs. Gwendolyn Goodman, the present principal, is the first black female secondary school principal in the system. The staff is integrated, and more than 40% of the students are white. Johnson is in a poor neighborhood, and more than half the students receive free lunches.

Another project school, Wayne County High School, is a similar one-story, brick building with a comparable enrollment of 1,100 students, though this includes fewer blacks. The school is located in Jesup, a pastoral but affluent county seat, ringed with pine trees. The community of 10,000 takes pride in its school. The high school and junior high share a campus with the county administration building, which promotes a physical closeness--and the use of first names--between teachers and administrators. One native Georgian said that Jesup was one of the few cities in the state where he would like to live both because of its affluence and the "good life" possible there.

Background of the Spin-Off Experiment

Fewer than 15% of secondary teachers in Georgia report using instructional television in their classrooms. Two studies leading to the spin-off pilot identified some reasons. In a 1972 study, Georgia teachers pointed to two concerns in using ITV: (1) flexible resource systems were needed to deliver materials with a minimum of trouble and delay, and (2) involving teachers in selecting materials would make the better use of instructional resources more likely.

Scheduling inflexibilities and curriculum integration of materials were studied in Georgia by Battelle Laboratories in 1974. They asked: (1) Can we add flexibility to the scheduling and content of instructional television? and (2) Can we develop a system of planning and delivering ITV based upon local participation and responsive to regional differences?

In 1975, attempting to address these problems, the State Board of Education proposed an experiment. By releasing one station from the state ETV network, local ITV programming and scheduling would then provide the flexibility and local autonomy. Substantial state funds made the widest selection of software possible. New series were purchased as were unlimited recording and playback rights for many film series. Extensive utilization activities also preceeded the beginning of this experimental project--The Regional Instructional Television Project.

WVAN in the coastal Georgia area was the station selected to be "spun-off", and the state purchased additional equipment for it to adequately serve its constituants. The project was to illustrate technical and management models for statewide application to all media services.

Three degrees of involvement in the pilot, called Models A, B, and C, are defined:

> Model A: All schools in the station's reception area can help determine needs, programs and schedules for the station.
>
> Model B: In addition to A, schools can record materials on their own equipment during broadcasts and replay them as often and when they are needed.

Model C: In addition to A and B, schools may receive materials transmitted outside of regular school hours and use the state film and tape library in Atlanta. By storing materials for later use, the participant could develop a local library of resources, decreasing dependence on pre-scheduled station programming.

Participating school districts in the WVAN broadcast area were required to commit staff to participate, to appoint a lay representative to the regional advisory committee, to equip participating schools with effective antenna systems and receivers, and to dedicate recording equipment and personnel for Model B or C schools. The majority of systems, ten, have only Model A schools. One system is a Model B, and five have Model C schools. This case study is based on interviews conducted in two Model C secondary schools and one non-user secondary school. It is not an examination of the Regional Instructional Television Project, only of two secondary schools involved in it.

Local involvement in making decisions came in two ways: teacher preview and evaluation of programs, and a regional advisory committee. For three days in March, in sessions sponsored by the State Department of Education, 1976, more than 450 teachers attended 40 separate previewing sessions divided by content area and grade. Teachers disagreed on the value of the sessions, however. One English teacher said, "It was a waste of my time, because most of the programs we saw were for elementary students." A social studies teacher thought it was useful and brought back suggestions for colleagues on programs they might use. "I'd like to involve as many people as possible," said Wayne County Superintendent Glen Keebler, "so

I sent a different person to preview this spring."

Teacher-assigned rankings based on preview sessions and previous use determined WVAN programming, which is 80% different from the rest of the state network. Copyright clearances were negotiated to allow local duplication. In addition, a catalog of 3,500 programs available from network headquarters in Atlanta was supplied for Model C schools.

Scheduling and continuing program selection were the duties of the regional advisory committee, which included a staff member and lay person from each system. The system appointed the former, and the local board of education the latter. Membership in the Council may be doubled in 1977-78.

Getting Ready for the Pilot Project

Once Wayne County had decided to participate in the project, it was obvious that its sole high school would participate. In Chatham County, however, schools that already had equipment and a positive staff attitude toward ITV were chosen. These four elementary schools and one high school were all suburban. Johnson High School, which had no antenna or cable hookup and little equipment, was included in the project largely because of the efforts of curriculum specialist Grover Crosby. After hearing about the possibility of this project, he checked out the central office videotape equipment as often as possible and kept it as long as possible so that "the people downtown" would know that the Johnson faculty was enthusiastic. "He kept beating the trail" and worked hard at taping programs, said Nell Veale, staff representative from Chatham County. His approach worked.

Johnson has the pilot rather than the suburban school.

Delays and disappointments were often encountered as the school systems prepared for the project's start in fall 1976. WVAN required about $40,000 in additional equipment and modifications, at the state's expense, though no additional staff was hired. Model B and C schools needed additional equipment.

Late delivery of equipment delayed implementation at Johnson High School until November 1. There, $17,500 bought nine color television sets, two record/playback units, two playback units and a supply of tapes. An antenna and wiring to each room in the building were installed. Playback units remain in the media center, and only television sets go into classrooms. All other equipment remains (and television sets are stored) in the media center, a room next to the library with bars on the outside window and a locked door. Mrs. Veale, the WVAN chief engineer and building principals conducted a good deal of research and evaluation on available equipment for purchase. However, the final selection of equipment was made by a larger group including some school board members and other administrators. Funds for equipment came principally from ESEA Title IV-B, which do not have to be matched. Principal Goodman bought some tapes using instructional supply monies. In 1977-78, individual departments can allocate part of their fund to tapes, and the English department has committed a third of its budget ($300) to tapes.

In Wayne County, Superintendent Keebler estimated it cost $80,000 for pilot participation, which included erecting an

antenna. (The school had cable service to another ETV station.) Title IV-B monies bought most equipment, which includes a record/playback unit (in a band practice room converted for ITV use) and three playback units attached to television sets that are rolled around the school. If all sets are checked out, teachers sometimes take a class across the practice field to the county education office to watch programs on equipment located there. The office also had a camera. More than $2,500 was spent for tapes in the first year, about half from library funds and half from instructional materials funds. Thus, state, local, and federal funds all combined, at state initiative, in an attempt to provide a more usable system.

The choice of someone to oversee the in-school television operations was more a matter of enthusiasm than anything else. Both in-school ITV coordinators and the administrator for the Savannah-Chatham County schools were long on enthusiasm and short on experience with the equipment.

Nell Veale was chosen in Savannah-Chatham County to coordinate the five schools in the project and represent them on the advisory committee. She already was working full-time as director of the eight-county Georgia Learning Resources Center in Savannah. She and her secretary absorbed the additional duties without any other clerical or staff assistance.

In Johnson High School, curriculum specialist Grover Crosby maintains equipment, schedules taping and playback and helps teachers select appropriate materials. The latter task could be considered part of his job description. But the principal reason he does all these tasks rather than the media

specialist (librarian) was his early enthusiastic efforts to get ITV introduced and used at Johnson High School. "Besides," he says, "the media specialist is more interested in books."

As curriculum specialist, Crosby was also responsible for scheduling quarter classes, a new system throughout the Chatham County secondary schools in the fall of 1976. This system implemented significant curricular changes and greatly increased the number of course offerings, many of a non-traditional nature. Along with this was a decreased reliance on textbooks as the basic instructional materials. No clerical or staff assistance was provided for the mammoth amount of organizational work required by either of the new projects.

At Wayne County High School, media specialist Shirley Warren has charge of all media, including AV materials, with the result that the library clerk has assumed more and more responsibility for the on-going operations of the school library since Mrs. Warren became involved in the ITV project. Television-related responsibilities have consumed a much larger proportion of her time than had been anticipated, requiring her to leave school at least one day a month for meetings. She is responsible for all taping at the high school and for any elementary schools' requests, scheduling playbacks and helping teachers learn to use the equipment. Student assistants receive academic credit for their help in taping and playback. "We couldn't do it without them," Warren says. "After I trained the first group of students, they trained the new students."

In both cases, participating school systems provided no

additional staffing, so students were solicited to make the project work. Several people interviewed said they felt this actually helped guarantee continuation of the project and gave students a sense of pride in their ability to help.

While the equipment was being ordered and installed, plans were already beginning for the project evaluation at the local level. (An extensive evaluation is being conducted by the State Department of Education.) Dr. Jim Harrison, superintendent of the Savannah-Chatham County schools, requested evaluation of the district's participation. It is reported that he became interested in the project when he saw how "Sesame Street" affected his preschool children. He contended that not even offers of an ice cream cone could get them away from the set when it was on. Because of this he wanted to know the effect of the experimental use of television on student learning, though "learning" was not defined. One assistant superintendent said that Harrison had a keen interest and took the leadership role in improving instruction, with a "let's try everything that's available to see what works" and a "get me some data on it" approach.

The Savannah-Chatham County Board of Public Education did not appropriate money for research by someone outside the system over a 15-month period. Instead, an arrangement with Dr. Charles Gifford, who will receive a small honorarium and expenses, was made. Gifford is a research associate with the NIE Research and Development Utilization Project in the department of curriculum and supervision at the University of Georgia. In exchange for his work, he has the right to publish the results.

"So few Georgia schools are involved in innovations, and most of them have poor, if any, evaluation," Gifford said, explaining his interest in the project.

To cut evaluation costs by using local people, Gifford trained six undergraduates from Armstrong State College and Mrs. Veale in test administration. Students in participating schools were tested in early May on their attitudes toward ITV and the media center, using a 23-item paper and pencil Likert scale. A high school similar to Johnson is serving as a control school, as both instituted quarter courses in the 1976-77 school year. "But there are so many variables in a school that it's difficult or impossible to attribute any attitudinal change solely to the use of instructional television," he said. Similarly, he doesn't expect to see jumps in student cognitive achievement, though he does expect to see students keep pace. "It would take at least three or four years to show cognitive gains from use of school TV," he said. He will also measure changes in behavior (number of students suspended, sent to the office, etc.). which he expects to improve with sufficient utilization. "I don't mean television used as entertainment or as a pacifier," he said, "but as real instruction." Gifford also expects a more positive attitude from parents, who may initially be dubious or simply against using television in the schools.

Equipment-Related Barriers

Many barriers or stumbling blocks prevent or inhibit successful use of television in the secondary school classroom.

Simply keeping the equipment running--repaired and safe from vandalism--can be an overwhelming task. And finding a place to buy equipment and deciding what to buy can be a problem. Even more crucial is finding a place to repair equipment. "Who repairs Sonys in Jesup?" asked Mrs. Warren, who is more than an hour's drive from the nearest repairman. Equipment installation and adjustment are also problems. Delivery delays of nine months were cited in one case.

Security and organizational structure create big headaches. Because so few schools have off-air taping facilities, no one can say, "Here's the procedure and form to use." Mrs. Warren reported, "We had to develop our own forms for taping and playback requests and for scheduling viewing. I know some changes I'm going to make in the next year, too." This locally created organization and structure, some suggest, has led to an increased sense of commitment and accomplishment.

Students may assume total responsibility for AV equipment when the budget doesn't include staff. Students can see that equipment is working. They can also do the taping, handle replay schedules, and take equipment to teachers' classrooms. More than one respondent said using students gave them an investment in the project.

Limited equipment availability may create "greedy" teachers, according to some stories. "Teachers tend to be protective of 'their' tapes and don't want them erased," said Crosby. "All our tapes had been used within one month." Teachers wanted to save the videotapes for next semester or next year, rather than erasing and reusing them. One social studies teacher said she would "kill Crosby if he erased my tapes, and he knows it."

More tapes were purchased in both schools. Administrators said they thought the "hoarding" would end when teachers saw that they could get other tapes.

Two suggestions for equipment changes came from teacher use. One said that a 48" cart was not good in elementary school classrooms, where students often sit on on the floor around the set. Also, this height is not suited for small group or individual instruction, so a stand with adjustable heights was recommended.

Scheduling equipment can create frustrations for teachers, who may have to plan far ahead or hear that all equipment is checked out. One teacher shows two tapes in one class period and saves discussion for the next class period. When equipment must be requested from outside the building--as Johnson High School did before the project and other Chatham County schools still must--teachers may decide that the trouble isn't worth the benefits.

Many schools simply have little or no equipment. Some lack antennas or cables. Reception quality may be unacceptable, requiring the use of videocassettes. In one non-pilot high school, cablevision jacks were installed in the library, but the school's sets were barely functional. The picture was snowy. One teacher had to use two sets for her class--one with a picture, the other with sound.

Set-ups like Johnson's in which programs are cabled into classrooms from a central taping room, have both advantages and disadvantages. Scarce playback equipment can be more efficiently used, kept secure and used by fewer persons. But teachers

lose a degree of control in pausing or rerunning tapes. This arrangement may require more personnel because someone must be in the playback room to start and stop the machine. This does mean that teachers need only turn on the set and switch channels when showing a videotape, however.

Staff Resistance

Having equipment that functions is no guarantee that ITV will be used. Both administrators and teachers can resist using television for a number of reasons.

Some administrators feel a few teachers may abuse television. "Those teachers would create problems without a television set, too," said one administrator, "so television shouldn't be blamed."

Principal Goodman of Johnson said that proper planning was the key to a successful program. She listed these steps for other administrators: (1) prepare the staff for it; (2) provide the equipment to make it work; (3) have an enthusiastic media coordinator; (4) plan course content around ITV use; and (5) evaluate the program at the end of the year.

Two selling points used with teachers in Savannah-Chatham County were that they participated in picking the programs aired and could replay tapes when they wanted. Because teachers want to use the equipment, there have been few breakdowns, commented one administrator.

The taping service in Atlanta, several said, helped overcome teacher resistance. "Teachers have been astonished when

tapes have been returned in three weeks," Crosby reported. "They're used to requesting a film four to six weeks in advance and then never even seeing it." In Johnson High School, teachers chose programs to be taped during the summer so that they could start the school year with programs already available. "Teachers have been disappointed so often," Crosby said, "that this is removing some skepticism."

Teacher proximity to the media center may influence the frequency of use. In both schools, teachers in rooms adjacent to the equipment storage areas were extremely enthusiastic. In part, this may reflect their increased contact with the media coordinator, leading to a desire to try something he or she likes. Physical proximity also leads to familiarity with the equipment and lessens fears of equipment malfunction. Some teachers have false barriers in their minds about needing wiring in their rooms, media coordinators said.

ITV coordinators seem hopeful that teacher attitude could and would change with time and use. Crosby said he saw attitude of teachers evolving as they became more comfortable with television. "The first time a teacher uses the TV in the classroom, I make a point to be there, be certain that everything works properly, and see that the teacher is comfortable," said Warren. "If it goes smoothly the first time, teachers are more likely to use television again." She reported that every teacher who had used ITV in her school has liked it. "I don't want anyone to be negative about the project," she said, "and I think it will be successful if the teachers just try it."

Some respondents felt that teachers were threatened by the equipment. One teacher said that she can't touch a button on any AV machine. Warren said some teachers were initially afraid they would break the equipment. "Teachers and some media specialists are more afraid of the equipment than students are," she said, hypothesizing that book-oriented media specialists were the most "afraid."

Lack of experience was a reason advanced for teacher fear and reticence. In an attempt to overcome the perceived threat, Superintendent Keebler led an inservice deomonstration for teachers and principals, comparing the videocassette to the more commonly known audiocassette. But two respondents suggested that teachers need more than one inservice session where the leader talks about how to use ITV; they also need a workshop where they try it themselves. Another type of inservice training of teachers can be provided through the program guide from the state network and monthly bulletins that update the guide. But these must arrive in time to use them, rather than at mid-month, too late to be of significant use.

Grover Crosby felt that teachers trained before television became commonplace (say 1960), who feel more comfortable and secure with other methods, may not want to change their teaching styles. Others believe that television is television and that school television doesn't differ from commercial television--or at best, is just a little more boring.

Attitudes can change through experience. When one teacher saw that film she had used was available through the taping

service for use on the television screen, her attitude became more positive. Teacher attitudes can also be influenced through a constant, daily effort by the media specialist or coordinator to educate teachers about the versatility and usefulness of television and to show teachers specifically how television relates to the subjects taught and objectives sought.

Because teachers are not well prepared in the use of instructional television, they sometimes employ it as a filler--something to keep students quiet while they relax. One teacher said that when she was a student, her teacher turned on the television set every day instead of teaching American history. Interestingly, she herself now teaches American history--but not that way, she noted.

Some teachers, convinced that either reception or programming is of poor quality, reject using TV in their classrooms. Others, specifically those teaching courses with consumer survival components, criticized programs for being outdated. Although Georgia has just produced a new series on consumer issues that they felt would remedy that particular problem. A student said that some teachers oppose school television use on the grounds that students could watch television at home. "Teachers don't like it when students fall asleep with the TV on," added another student.

Television cannot provide feedback comparable to a teacher. It cannot recognize confused looks on students' faces when they miss a point or fail to understand. The immediate feedback of a teacher, coupled with the personal relationship and

possibility for positive reinforcement, were cited as tasks that ITV could not accomplish.

Parent and Student Resistance

According to most respondents, parents of secondary school students have little involvement in school, especially compared to elementary school parents. Generally they are apathetic and willing to trust the professional educator's judgment in choosing an instructional strategy.

On the other hand, parents may need to be sold on an approach that makes learning more fun than it was when they were students. "Textbooks aren't any good to students who can't read them," said Principal Goodman, who guides a multimedia approach to education at Johnson High School. She purchases one classroom set of texts and puts the rest of text money into other media. Parents accustomed to seeing a child bring home a book each night then must understand what the school is trying to accomplish. Goodman called an emergency PTSA meeting featuring a "media fair" that showed equipment students were using. This kind of parent education led to a series of bake sales in one elementary school, with the profits going for more media equipment.

So many homes now have color television sets that students complain about or ignore any programs that aren't in color, teachers report. They recommend that all programs be produced in color and that only color equipment be purchased.

Students spend so much time with television that they

see it as entertainment and think that when the set goes on it's playtime. Students expect to be entertained with fast-moving action programs like "Kojak,: and they are often turned off if the programs are "educational". But school television surprised students in one case. A mathematics program was introduced with contemporary music, and both teacher and students thought it was far too lively and interesting to be the right tape.

Instructional Television Use

A proposed solution to the first problem cited in interviews--scheduling--is the use of record/playback equipment. Examples were fairly standard and predictable: the teacher who has two sections of a class can't keep them together without playback equipment; secondary teachers don't have the same students all day; as a result they lack flexibility in using ITV. But fortunately, teachers in pilot schools said that scheduling equipment or requesting a tape was easier for ITV than for other AV material, or, at worst, no more difficult.

Many teachers will not or do not like to show a program they have not previewed. "There isn't always time during my planning period to see a program," was a common complaint. At Johnson, Crosby promotes the daily WVAN preview schedule, transmitted between 3 and 4 p.m. One teacher, who was taping "The American Short Story" series from evening PBS broadcasts, liked the chance to preview the program at home. "I don't

have time to preview programs and plan questions in advance," said another teacher, "so I'd like to see a program sandwiched between motivating questions and review or discussion questions." A third teacher suggested providing questions via the teacher's guide.

Finally, even when videocassette is used, the longer the program, the more complicated scheduling becomes. When programs are longer than 30 minutes, they don't leave time for an introduction and follow-up in one 55-minute class period.

Coastal Georgia teachers and administrators specified several ways to integrate instructional television into the curriculum. On the whole, they term it a supplement, not a replacement, for the teacher or the texts. "Teachers should be encouraged to see television as a partner, not a competitor," urged one proponent.

In Johnson High School, where a multi-media curriculum has been adopted, ITV became especially useful for new quarter courses such as "The Student and the Law" where no texts were available. Users said it provided excellent supplemental material that could not be found elsewhere. In contrast, in a non-user school, the curriculum specialist said that the textbook was the key to instruction and that teachers used few supplemental materials.

Secondary teachers tend to be more content-oriented and thus haven't been as excited by ITV as elementary school teachers. Some, feeling that they are accountable to show that

their students have learned something, say that ITV programs take longer to impart content than the teacher does. School television could also, according to some respondents, be a passive experience for students, doing little more than entertaining them. To overcome this passivity, one teacher recommended that an introduction to the program and a provocative follow-up discussion involving more than 20% of the class period should be part of every class using television. This discussion should help localize the program to the area and individualize it to the student.

To individualize instruction, teachers were willing to use television for single students if good sets of sequential programs were available, allowing students to progress at their own rates. In this area, ITV would function more as a teacher replacement than teacher supplement. However, for the large number of teachers who consider television one of many tools, its use in individualized instruction may not be contradictory.

ITV could also be integrated into the school curriculum through a vocationally-oriented course on the use of television and auxiliary equipment. This could provide a formal way to give academic credit to the students who are already actively participating in implementing school television, through equipment handling, taping off-air, etc.

A career education teacher said he used one television program a week for six weeks, but that was about all that he wanted or needed.

The implementation of a new quarter system of classes at Johnson made possible some additional uses of television. The "Today's News" class viewed the "Today" show, which was taped for replay later in the day for another section. A teacher of "Biblical Heroes" and "Comparative Religions" used several specials from evening broadcast schedules.

Of the programs used at Johnson, Crosby estimated that 95% came from WVAN (both broadcast and taped for delayed use) and 1% from taping in Atlanta. He projected however that in the 1977-78 school year, the percentage would change to 50% from WVAN and 40% from Atlanta. In both cases, the 10% residual is from commercially broadcast programs.

Wayne County High School teachers cited a number of ITV programs as valuable. Debates of Thomas Jefferson and Alexander Hamilton were termed "tremendous" by one social studies teacher. She also stated that "The Bill of Rights," an open-ended program, had excited students in her Constitution course. A math teacher used the first three programs of "The Metric System" with good results in a low-level math class, and art teachers reported using programs on biographies of artists as well as on studio techniques. The science teacher used "The Miracle Months" and a program on medical careers. The district superintendent used several "Inside/Out" programs with a group of principals.

With the development of low-cost videotape technology and increased library capacity, the issue of duplication rights grows more clouded. In both schools visited, at least some commercial programs were taped for in-school use. "Anything can be duplicated for educational use," said one person.

Another commented that because students were not paying to see the programs, it was for noncommercial use and would not be a violation of the copyright law. A third view was the speculation that no movie distributor or sponsor would take action against a school, as so much bad publicity would be generated.

Program Development Areas

Varied possible program topics were suggested. One group of ideas were for affective rather than cognitive programs. Nell Veale noted a gap in programs on socialization, that is, on attitudes and dress. She thought such programs could facilitate racial understanding among black and white students, "Commercial television is tearing away the traditional moral base," she said, "and kids have nothing to hold on to." Similar comments came from Assistant Superintendent Robert Todd, who said he would like to see programs on human relationships as well as on tolerance among different races and cultures. Getting someone else's perspective by seeing "where they're coming from" is necessary to achieve racial harmony, he said.

Assistant Superintendent Jim Wilsford said, "Programming should be directed to things that can't be done otherwise in the classroom." They should open up new experiences through programming that cannot be seen in any other way. He said while teachers could teach skills and concepts, and could respond

to deficiencies that occur, they could not create an experience-oriented program. In his opinion, most past programming has been inadequate in meeting his criteria. As an example of what he would like to see, Wilsford proposed a program on loan sharks, who frequent the area around some high schools and prey on students. In its capacity to generate complexity of language and creativity, ITV could be used as enrichment. Wilsford noted that people acquired knowledge, not in systematic ways, but rather in episodic ones.

One general comment was that more programs aimed at junior high rather than senior high students were needed because so many students were below grade level. Dr. Neil Satterfield, professor of sociology and social work at Armstrong State College, emphasized the need for good role models. This includes he said, the need for more black characters as well as models who speak proper, grammatical English.

Specific programming suggestions varied widely. Among them, the career education teacher called for more career-oriented programs and English teachers asked for programs of fairy tales. The latter was suggested because the teacher found that black children lacked the background in storytelling most white children commonly experienced. "Black children live in a very literal world, with little opportunity for developing their imaginations and the use of symbolism," the teacher explained.

The comments of a social studies teacher and an English

teacher suggest a similar orientation in the use of television as an enricher. The social studies teacher happily used series like "The Adams Chronicles" to make history come alive. The English teacher preferred to see the classics dramatized, not analyzed, considering the latter the teacher's responsibility.

For a mathematics teacher, program development for secondary students had little potential. In Algebra I and II, concepts are abstract and not amenable to television presentation. She was concerned that television would undermine teacher feedback, especially important in mathematics. Although not sanguine about the future of television in her field, she did find three programs from a metric education series useful with her classes.

Vocational education places special demands on school television programming. Home economics teachers, affiliated with the vocational education department, at Wayne County High School, were particularly enthusiastic users. They said that food preparation demonstrations were needed. Other areas needing quality programs fall under the classification of "life-skills" in society--metrics, labelling, and computerized check-out systems. In addition, television programs can be invaluable in keeping current with latest techniques and styles in textiles and clothing construction.

Nell Veale suggested completely different areas of emphasis for school television programming. She is director of an eight-count media center which houses materials and methods for teachers of the handicapped--one of sixteen such centers

in Georgia. Because an increasing amount of federal money is being made available for the education of exceptional children (classified into twelve categories, including the gifted, mentally retarded, physically handicapped, visually or hearing handicapped, learning disabilities, and others), she thought this would be a rich area for development. Teachers are often required to take a graduate course in the identification and characteristics of exceptional children, and ITV could readily find a place in the staff development area. Mrs. Veale also suggested programs on how teachers can adapt games for the handicapped and on models for mainstreaming.

"Television would be wonderful for the mentally retarded child, who needs repetition and is easily distracted," she said. The hearing impaired child could watch school television, and captioned programs could be produced for the deaf. Some programs could also be useful for parents of exceptional children.

Impact

While respondents agreed that school television had some or a great impact on students, they were unable to identify or quantify its impact precisely. The desire of user teachers to buy more tapes and the need for additional personnel to coordinate the equipment and taping is one area of considerable impact. While ITV has not been used long enough or often enough in these schools to show any cognitive gain, some teachers were attempting to measure their own students, and

the Savannah-Chatham County district was collecting baseline data for comparative use at the conclusion of the pilot period.

One administrator saw three possible effects of school television: first, an ideal chance to expand the ways that senior high school students are taught; second, as courses were added and the curriculum expanded, ITV could add things a school cannot provide, such as experience-based learning; and third, it could make kids "feel good" and learn in a more productive environment. Thus, he expected the dropout rate to decline, disruptive behavior to decrease, attitudes toward school to improve, and achievement test scores to rise.

Another administrator said he saw ITV as more of a creative than instructional tool and that television could provide experiences that students couldn't otherwise get. For example, students might never read a Shaw play, but they could watch a production of it and thereby be exposed to Shaw's work.

Motivation was cited as a positive effect of television in the classroom. Recognizing that a public school has a responsibility to educate all students, not just the college-bound, several people commented that students with problems reading could participate in class discussions after viewing a television program, though they didn't participate after a reading assignment.

Teachers who realize that television readily captures students' attention, especially teenagers, seem to want to use

ITV in their classes. "I'm not a TV watcher myself. I would rather read a book," said Johnson English teacher Ada Roddy. "But I'll get the kids any way I can." Using television was also a good break in the classroom routine, she said.

Student attentiveness was cited as a reason for trying and using ITV. Several administrators commented that their children were "glued to the television set" when "Sesame Street" was on, and assumed that older students would have this same attentiveness to in-school television. Part of the attentiveness comes because students are geared to television and think of it as fun, not work.

An unexpected result of the project has occurred, especeally in the Savannah-Chatham County schools, where sharing of equipment and materials with schools that are not equipped has resulted. When a project is successful in one high school, other principals also want to use equipement. Within the school, teachers want to spend money for additional equipment, including tapes.

Crosby tells a story illustrating how people become supporters of school television. In Johnson High School, a teacher taped "A Man for All Seasons" and showed it to a class. Her next class, seeing the equipment, asked to see the program too, and she showed it to them. "One 'deadhead' student from that class went to another class and wrote an acceptable paper for the first time, partially based on the program he had just seen," Crosby relates.

Another possible impact of ITV is the possibility of

offering a course with insufficient enrollment to the few students who do wnat to take it. For example, because enrollment is small, calculus cannot be offered, but administrators think it is possible that students would watch television programs and do the homework to earn course credit.

Teachers have also been able to use television when either students or the teacher has been absent. A teacher can send a student to see a videotape of a program missed the previous day. When it is difficult to find substitutes qualified in the content area, teachers can tape themselves teaching a lesson or can leave a tape for the class to insure that instructional time is not lost.

Some impacts of the record/playback equipment give new definitions to ITV. For example, Johnson High School does not have an auditorium, so the drama group can now tape their productions to show to an audience. Students can critique their own work in music and other areas. A videotape of a basketball player can be edited and sent to colleges as supportive documentation for a scholarship request. Speeches can be recorded and analyzed.

"Student learning is enhanced when the material is presented both visually and orally," commented one teacher. With more sensory equipment, ITV has a greater capacity of reaching students and it can have a greater impact, she said.

To help teachers in using school television, practical training in equipment use and curriculum integration is desired. Whether inservice or a graduate course, this training should emphasize the workshop approach and include: handling the equipment to see how simple it is to operate; previewing some selected programs in their content areas; and trying to teach a lesson (to role-playing colleagues if no other audience is available) using television.

Some teachers have become creative in their use of television, making it a tool of instruction with several different objectives. Their enthusiasm for the medium and self-reports of activities in their classes may stimulate other staff members to try it. The potential positive impact on student behavior, interest in school, change of pace and enrichment of curriculum create a new classroom atmosphere.

The experiences of two schools in the first year of a much larger experimental project should not be viewed as a study of the entire project. The use of television by these two schools has many positive factors going for it, as well as several barriers to be surmounted if in school television is to become a more creative and useful tool.

# AIT RESEARCH PUBLICATIONS

This publications list includes research reports from AIT and its predecessor organizations, NITL, NCSCT, and NIT. Most of these reports were distributed widely. However, some were written for internal documentation and are generally unavailable to a larger audience. Many of the out-of-print reports (marked with an asterisk) are available through the ERIC system. Other materials may be obtained from AIT and from the ERIC system (ED numbers are included for such reports).

*The Evaluation of Instructional Television.* NITL, December 1963.*

*The Status of Instructional Television.* NITL, March 1964.*

*An Assessment of Instructional Television: 1966-1968.* $2.00 per set, .40 each (ED 083 800)
Instructional Television in Art Education
Instructional Television in Music Education
Instructional Television in Foreign Language Education
Television in Health and Physical Education
Television in Language Arts Education
Television in Mathematics Education
Television in Social Studies Education

*Television in Higher Education: Social Work Education.* NCSCT, 1966. .50 (ED 083 801)

*One Week of Educational Television, Number 4.* Morse Communication Research Center, Brandeis University and National Center for School and College Television, NCSCT, 1966* (ED 082 529)

*Guidelines for Art Instruction Through Television for the Elementary Schools.* NCSCT, 1967. $2.00

*Television Guidelines for early Childhood Education.* NITC, 1969. $2.00 (ED 040 739)

*One Week of Educational Television, Number 5.* National Education Television and the National Instructional Television Center, NITC, 1969. $2.50 (ED 029-501)

*Continuing Public Education Broadcasting.* NITC, September 1969. $3.50 (ED 038 042)

*"Ready? Set . . . Go!"—A Preliminary Evaluation.* NITC, 1969.*

*The Analysis of Attention to a "Ripples" Encounter.* NITC, 1970.*

*Report of "Ripples" Evaluation Activities to the Consortium Members.* NITC, July 1970. No Charge.

*One Week of Educational Television, Number 6.* National Instructional Television Center and the Corporation for Public Broadcasting, NITC, 1971. $2.50 (ED 050 572)

*"Images & Things" Evaluation Report to Consortium Members.* NITC. September 1971. No Charge.

*Cause & Affect: Summary Report to the Contemporary II.* NITC, March 1972.*

*The "Inside/Out" Evaluation: The First Five Programs, Parts I and II.* Bureau of Public Discussion, Indiana University, July 1972. $5.00 (ED 070 250 and ED 070 251)

*"Ripples" Use: A Second-Year Survey.* NITC, Fall 1972.*

*"Images & Things" Content Analysis.* North Texas State University, 1972.*

*Research Report: "Inside/Out" Teacher's Guide Survey.* NITC, May 1973.*

*Consortium Agency Utilization and Promotion Activities for "Inside/Out."* NITC, Fall 1973.*

*Decision-Oriented Research in School Television.* AIT, September 1973.* (ED 082 536)

*"Ripples": A Third-Year Survey.* AIT, December 1973. No Charge.

*Research Memo: The Use of the "Inside/Out" Soundsheet.* AIT, January 1974.*

*Research Memo: Teachers' Opinions of "A Matter of Fact" Program Posters.* AIT, August 1974.*

*Report on Evaluation Activities of the "Bread & Butterflies" Project.* Educational Testing Service and AIT, October 1974. $3.00 (ED 097 921)

*Research Memo: Television/Film Series on Essential Learning Skills.* AIT, October 1974.*

*Preliminary Formative Evaluation Report: "Pressure Makes Perfect."* AIT, April 1975.*

*Preliminary Formative Evaluation Report: "Trying Times."* AIT, August 1975.*

*Formative Evaluation of "Self Incorporated" Programs* (Research Report Number 30). AIT, January 1976. $5.00 (ED 119 712) Summary. (ED 119 711)

*"Inside/Out" Teacher's Guide Survey* (Research Report Number 31). February 1976. No Charge.

*"Bread & Butterflies" Teacher's Guide Survey* (Research Report Number 32) in preparation.

*Technical Report: AITGRAF: The AIT Classroom Interaction Analysis Graphing Program* (Research Report Number 33.) October 1976. No Charge.

*Teachers' Opinions about the Viewer's Guide for* The Parent Crunch *from "The Heart of Teaching" Series* (Research Report Number 34). March 1976. No Charge.

*Formative Evaluation of "MeasureMetric" Program on Length* (Research Report Number 35). May 1976.*

*Research on the Format and Style of "The Heart of Teaching" Viewer's Guide* (Research Report Number 36). September 1976. No Charge.

*"Stories From 'Inside/Out'," Its Availability and Use* (Research Report Number 37). June 1976. No Charge.

*A Compilation of Instructional Television Series for Secondary School Use* (Research Report Number 38). June 1976. No Charge.

*Responses to the Essential Skills Television Project Orientation Program* (Research Report Number 39). August 1976.*

*An Evaluation of "The Heart of Teaching" Leadership Training Institute* (Research Report Number 40). August 1976.*

*Responses to the Questionnaire included in "The Essential Skills Television Project: A Working Document"* (Research Report Number 41). September 1976.*

*Review of Economic Education Design Team Draft Reports* (Research Report Number 42). September 1976.*

*A Survey of the Individual Program Teacher Guides for "Self Incorporated"* (Research Report Number 43). November 1976.

*Formative Evaluation of Economic Project Television Scenarios: Part I* (Research Report #44). December 1976.

*AITATTN: The AIT Attention Plotting Program* (Research Report #45). January 1977.

*Affective Films for the Hearing Impaired Child: A Test of Captioned "Inside/Out" Programs* (Research Report #46). April 1977.

*A Challenging Picture: The Status of ITV Utilization in Secondary Schools* (Research Report #47). June 1977.

*Research on the Use of Television in Secondary Schools* (Research Report #48). June 1977.

*Economic Education Consortium Script Review Procedures* (Research Report #49). June 1977.*

*Formative Evaluation of "Trade-offs" Television Scenarios: Part II* (Research Report #50). July 1977.